

# English 2

## Argument Writing - Justice

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready Standards for  
English Language Arts*

South Carolina Department of Education  
Office of Standards and Learning  
August 2016



<b>English 2: Argument Writing: Justice</b>	
<p><b>Unit Rationale/Overview:</b></p> <p>This unit’s purpose is to provide the skills necessary for students to examine arguments, evidence, and rhetoric in both literary and informational texts in order to craft their own argumentative essays. It is designed thematically to examine the role of justice and injustice in the world. This unit focuses on both historical examples and current examples of injustice. Students will learn to read and write critically, analyze historical and current event texts, and take a stance in order to compose an argument.</p> <p>The Profile of the South Carolina Graduate (<a href="http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf">http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf</a>) addresses three areas of importance for all high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. World Class Knowledge and some World Class Skills are typically taught in an educational setting, but Life and Career Characteristics are important as well. Commonly called soft skills, Life and Career Characteristics are just as important as the academic knowledge a student gains in school. Among these skills and characteristics are integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills. Without these skills a student will not be able to achieve his fullest potential.</p> <p>For students to practice these skills and examine the role of justice in the world around them, core texts should focus on this theme. This unit is designed to have students examine the role of social justice in the world. Chosen texts should help students learn to examine and analyze differing perspectives found in complex text. The culminating assessment, a literary analysis essay or multi-genre research paper, should be scaffolded so that students are allowed to develop a strong work ethic, while receiving support from both the teacher and their classmates.</p> <p>Estimated time frame: five weeks.</p>	
<b>Standards and Indicators</b>	
<p>Targeted implies that these standards are the focus of the unit.</p> <p>Embedded implies that these standards will be naturally integrated throughout the units.</p>	
<p><b><u>Targeted Standards/Indicators</u></b></p> <p><b>Reading-Literary Text</b></p> <p><b>E2.RL.6 Summarize key details and ideas to support analysis of thematic development.</b></p> <p>E2.RL.6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>E2.RL.7 Analyze the relationship among ideas, themes, or topics in multiple media and formats and in visual, auditory, and kinesthetic modalities.</b></p> <p>E2.RL.7.1 Trace the development of a common theme across media, modality, and format.</p>	

**E2.RL.11 Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.**

E2.RL.11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.

### **Reading-Informational Text**

**E2.RI.6 Summarize key details and ideas to support analysis of central ideas.**

E2.RI.6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**E2.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

E2.RI.7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.

**E2.RI.8 Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures and how their relationships shape meaning and tone in print and multimedia texts.**

E2.RI.8.2 Explain how the author’s meaning and tone are developed and refined by text features and structures.

**E2.RI.10 Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning and style.**

E2.RI.10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### **Writing**

**E2.W.1 Write arguments to support claims with clear reasons and relevant evidence.**

E2.W.1.1 Write arguments that:

- a. introduce a precise claim and differentiate between the claim and counterclaims;
- b. use relevant information from multiple print and multimedia sources;
- c. assess the credibility and accuracy of each source;
- d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;
- e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;
- f. develop and strengthen writing as needed by planning, revising, editing, rewriting;

- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
- i. provide a concluding statement or section that follows from and supports the argument presented; and
- j. include a call to action.

### **Embedded Standards/Indicators**

#### **Inquiry**

**E2.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

E2.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.

**E2.I.4 Synthesize information to share learning and/or take action.**

E2.I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.

E2.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.

E2.I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

**E2.I.5 Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.**

E2.I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.

#### **Communication**

**E2.C.1 Interact with others to explore ideas and build concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

E2.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings.

E2.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.

E2.C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.

E2.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.

E2.C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.

E2.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.

## **Clarifying Notes and “I Can” Statements**

### **Clarifying Notes**

Core texts should focus on the theme of justice and be appropriate for English 2 students. This unit is designed to have students examine the role of social justice in the world around them. The text chosen should help students learn to examine and analyze differing perspectives found in complex texts. The culminating assessment, a literary analysis essay or multi-genre research paper, should be scaffolded so that students are allowed to develop a strong work ethic, while receiving support from both the teacher and their classmates.

This unit is designed thematically to teach literary texts, informational texts, and a variety of other media while teaching argument writing skills. Reading and writing strategies should be interwoven in order to build student competency. The Learning Target instructional strategies are suggestions and are should not be considered prescriptive. Teachers should incorporate communication standards into daily lessons, discussions, and assessments.

### **“I Can” Statements**

#### **Reading—Literary Text:**

- I can identify the overarching theme in a text in order to analyze how it emerges, is developed, and is shaped by details. (E2.RL.6.1)
- I can provide an objective summary of the text. (E2.RL.6.1)
- I can understand how the same theme develops across different types of formats. (E2.RL.7.1)
- I can identify the author’s point of view and analyze how it affects the meaning of the text. (E2.RL.11.)

#### **Reading—Informational Text:**

- I can identify the main idea in an informational text in order to understand how the author develops it, using specific details. (E2.RI.6.1)
- I can examine the format of a text in order to understand how it impacts the reader’s understanding. (E2.RI.7.1)
- I can understand the author’s meaning and tone in order to explain how it is developed. (E2.RI.8.2)
- I can identify an author’s point of view and analyze the use of rhetorical devices and language to clarify that point of view. (E2.RI.10.1)

#### **Writing:**

- I can effectively write argument essays that incorporate a claim, a counterclaim, and textual evidence in order to better advance my point of view. (E2.W.1.1)

<b>Essential Questions</b>
<p>These are <b>suggested</b> essential questions that will help guide student inquiry.</p> <ul style="list-style-type: none"> <li>• What is oppression and what are the root causes?</li> <li>• What creates prejudice and bias and how can they be overcome?</li> <li>• When should we take a stand against perceived injustices?</li> <li>• What are the most effective means to stand against injustices?</li> <li>• What leads to an imbalance of power within a culture?</li> <li>• How does power relate to fairness and justice?</li> <li>• What does it mean to be unseen or invisible as a person or race?</li> <li>• What are causes of prejudice and injustice and what are the consequences?</li> <li>• How does an individual's response to prejudice and injustice reveal his/her true character?</li> </ul>
<b>Academic Vocabulary</b>
<p>Some students may need extra support with academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction is during the modeling process.</p> <p>theme analysis point of view / perspective argument rhetoric</p>
<b>Prior Knowledge</b>
<p>Prior to this unit, students will need experience with:</p> <ul style="list-style-type: none"> <li>• transacting with texts to formulate questions, considering alternative views and multiple perspectives, synthesizing information, and reflecting throughout the learning process;</li> <li>• summarizing, interpreting, and analyzing both literary and informational texts;</li> <li>• writing arguments; and</li> <li>• interacting with others.</li> </ul>
<b>Subsequent Knowledge</b>
<p>In English 3, students will be asked to expand upon concepts and skills learned in English 2. They will</p> <ul style="list-style-type: none"> <li>• analyze theme across multiple texts;</li> <li>• analyze the development of theme across diverse media;</li> <li>• analyze how point of view and author's perspective and purpose shape meaning or style;</li> </ul>

- determine two or more central ideas and analyze their development;
- analyze how the use of different media, modalities, and formats impact the reader;
- analyze and evaluate the effectiveness of text features and structure;
- determine an author's point of view or purpose in a text in which the rhetoric is particularly effective and analyze how style and content contribute to the power, persuasiveness, or beauty of the text.
- further develop the argument essay by
  - establishing a clearly articulated and well-informed claim
  - supplying the most relevant evidence
  - using words, phrases, and clauses to link major sections of the text
  - establishing and maintaining a formal style and objective tone

### Potential Instructional Strategies

**Instructional Strategy:** Identifying Themes

**Learning Target:** I can identify the overarching theme in a text in order to analyze how it emerges, is developed, and is shaped by details. (E2.RL.6.1)

Begin by defining theme with the students. Remind them that a theme is the central message of the text; a theme says something about life. However, a theme is more than just a topic and is different from a moral. A theme doesn't give life instructions; it is merely an observation of the human condition.

1. Ask your students to make a list of topics in the text they are reading.  
For example, in *To Kill a Mockingbird* possible topics may include:  
Justice  
Growing up  
Racism  
Prejudice  
Empathy  
Courage
2. Explain that to make each of these topics a theme, the reader must add insight. Students should work with a chart using the following formula to create themes: topic + insight = theme.
3. Students can write theme statements that follow this structure: Harper Lee's *To Kill a Mockingbird* shows (insert topic)
4. Students create a chart that includes room for textual evidence for each theme statement that they create.

**Lesson Citation:** <http://teachingtokillamockingbird.com/teaching-theme-in-to-kill-a-mockingbird/>

**Instructional Strategy:** Summarizing Literary and Informational Texts Using Central Ideas

**Learning Target:** I can provide an objective summary of the text. (This learning target can be used with both literary and informational texts.) (E2.RL.6.1; E2.RI.6.1)

1. To write an objective summary, students should:
  - a. focus on the central ideas from the text.
  - b. omit supporting or minor details.
  - c. write only enough to convey the central idea (4-5 sentences maximum).
  - d. organize the information clearly.
  - e. restate the information in your own words; do not copy from the text. Summaries do not use textual evidence.
  - f. not include opinions or personal thoughts.
2. Students will create a graphic organizer to write the topic sentence for their objective summary. It will name the article, use a verb, and include central idea.

Name It	Verb It	Central Idea
Identify the title of the text and the author.	Use a “summary” verb to describe what the article is doing: shows, describes, explains, discusses, lists, explores, illustrates, teaches, compares, states, etc.	Identify the central idea of the text.

3. After crafting their topic sentence, students should choose one to two (1-2) essential ideas from the beginning of the text, one to two (1-2) essential ideas from the middle of the text, and one to two (1-2) essential ideas from the end of the text.



4. Sample Objective Summary from Informational Text:

Name It	Verb It	Central Idea
“Stomp Out Bullying” by Jennifer Dignan	Shows	Why bullying is a problem and how it can be solved.
Key Details: Thousands of teens are bullied every day. Many schools and organizations have established anti-bullying programs to stop this problem. To stop bullying, individuals should speak up when they are bullied or when they see bullying happen.		

5. After creating a chart, students should compile the information to create an objective summary of the text.

**Further Learning:** Students should practice independently with various texts of differing lengths.

**Lesson Citation:**

<http://www.warrencountyschools.org/userfiles/3255/Classes/130709/WritinganObjectiveSummary%20.pdf?id=434926>

**Instructional Strategy:** Graffiti Strategy

**Learning Target:** I can understand how the same theme develops across different types of formats. (E2.RL.7.1)

1. Choose a variety of texts that deal with the same theme in the core novel. Suggested texts: “Strange Fruit” by Billie Holliday (song), “The Ballad of Birmingham” by Dudley Randall (poem), “Dead Girls and the Lives they Might have Lived” by Leonard Pitts (editorial), etc.
2. Divide the class into small groups. Each small group will have a different text attached to a large piece of poster/butcher paper.
3. To participate in the strategy, students should follow these instructions:
  - Read the text silently.
  - Mark your processing on the paper -- connection, questions, drawings, etc.
  - Work silently! Rotate your poster to have a “conversation” with the other group members.
4. To focus on theme, develop guided questions for students to use as they work. Possible questions may include:
  - What are the key ideas and details?

- What is the central message? Identify evidence in the text.
- What is the theme? Identify evidence in the text.
- What is the topic? Identify evidence in the text.
- Where does the author prove the intended message?

5. After working silently in their small groups, student groups move to a different text and repeat the process. This process gives students exposure to multiple types of text on the same theme.

6. Each group comes up with a consensus statement about which format most effectively portrayed the theme.

**Further Learning:** Students can write an essay that analyzes how the theme is developed across different types of text.

**Lesson Citation:** <http://712educators.about.com/od/lessonplans/fl/5-Questions-to-Ask-about-Theme.htm>;  
<https://www.facinghistory.org/resource-library/teaching-strategies/big-paper-silent-conversation>.

**Instructional Strategy:** Analyzing Alternative Perspectives in Fairy Tales

**Learning Target:** I can identify the author’s point of view and analyze how it affects the meaning of the text. (E2.RL.11.1)

1. Activate prior knowledge by discussing the fairy tale “The Three Little Pigs.” Most students will have some background knowledge and be able to share in a class discussion.
2. Have students participate in a reader’s theater version of “The True Story of the Three Little Pigs” (See instructional resources).
3. Discuss the two different perspectives, using a Venn diagram. Students should recognize that stories can have different points of view. Discuss the impact each point of view has on the conclusion of the story.

**Further Learning:** Students should select a portion of the text they are currently reading and rewrite it from an alternative perspective and then explain how changing one portion can impact the meaning the text.

**Lesson Citation:** <http://www.readwritethink.org/classroom-resources/lesson-plans/wolf-analyzing-point-view-23.html?tab=4#tabs>;  
[http://www.grandviewlibrary.org/ReadersTheater/The\\_True\\_Story\\_of\\_the\\_3\\_Little\\_Pigs.pdf](http://www.grandviewlibrary.org/ReadersTheater/The_True_Story_of_the_3_Little_Pigs.pdf)

**Instructional Strategy:** Summary Notes

**Learning Target:** I can identify the main idea in an informational text in order to understand how the author develops it, using specific details. (E2.RI.6.1)

For more information on summary notes, see <http://www.englishcompanion.com/pdfDocs/BurkeHOutsFullWorkshop.pdf>

1. Using a graphic organizer, students will identify the main idea and supporting details in informational text.
2. Students should scaffold their understanding by identifying the subject (what is the author writing about?), the main idea(s) (what is the author saying about the subject or what is the point the author is trying to make?), and supporting details (examples, stories, quotations, explanations)
3. One possible format is:

Subject		
Main Idea (s)		
Detail	Detail	Detail

**Further Learning:** Teachers should model this graphic organizer and help students attain understanding. Students should practice identifying main ideas and supporting details in a variety of informational texts.

**Lesson Citation:** <http://www.englishcompanion.com/pdfDocs/BurkeHOutsFullWorkshop.pdf>

**Instructional Strategy:** Close Reading

**Learning Target:** I can examine the format of a text in order to understand how it impacts the reader's understanding. (E2.RI.7.1)

1. Activate prior knowledge and student engagement by showing the brief YouTube video from Learning Instantly (<https://www.youtube.com/watch?v=sK-Xvo9wx6E>).
2. Begin by contrasting organizational strategies between fiction and nonfiction texts

Fiction	Nonfiction
Story elements	Cause and effect
Characters	Sequence
Setting	Problem/solution
Problem/solution	Description
Plot	Compare and contrast

3. Students should be able to define the following nonfiction organizational strategies:
  - a. Sequential order: the chronological order of events in a reading passage
  - b. Cause and effect: the relationship between two or more events in which one event brings about another
  - c. Chronological order: the arrangement of events in the order in which they occur
  - d. Compare and contrast: the relationship between two or more objects in a piece of work
  - e. Order of importance: organization of details by degree of impact
  - f. Spatial order: organization of details by location
  - g. Problem-solution: definition of an issue, followed by a possible remedy for the issue

4. Dividing students into collaborative teams, have each team participate in a close reading of an informational text that utilizes a different organizational strategy. The steps for close reading are:
  - a. Before Reading: number the paragraphs (this enables students to refer back to specific paragraphs when discussing the text)
  - b. During Reading:
    1. Chunk the text -- group like paragraphs together into large, but manageable chunks of text
    2. Underline and circle -- give students specific instructions on what to look for; these instructions will vary depending on the purpose of the close reading
  - c. After Reading:
    1. Summarize -- in the left margin for each chunk, students should write short summaries
    2. Dig Deeper -- in the right margin for each chunk, students should activate cognitive reading strategies

**Further Learning:** Students can prepare a poster to explain the organizational strategy of their article. Presentations can be done as whole class or using a gallery walk.

**Lesson Citation:**

[http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA\\_res TxtStruc ORS Module%20copy.pdf](http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res TxtStruc ORS Module%20copy.pdf)

**Instructional Strategy:** Poem Analysis

**Learning Target:** I can understand the author’s meaning and tone in order to explain how it is developed. (E2.RI.8.2)

1. Begin the lesson with a freewrite. Have students respond to “Why is it important to understand tone and mood?”
2. Give students some direct instruction defining tone and mood. Key points to include:
  - Tone is the author’s attitude toward his writing.
  - A work can have more than one tone.
  - Tone is conveyed by the setting, choice of vocabulary, and other details.
  - An author’s tone is described by adjectives -- cynical, depressed, sympathetic, cheerful, etc.
  - Tone is not an action; it is an attitude.
  - Mood is the general atmosphere created by the author’s words. It is the feeling the reader gets from reading those words.
  - Mood may stay the same, or it may change from situation to situation.

- Students will complete a graphic organizer comparing the tone in two different movie trailers (see resources folder). View two contrasting movie trailers (Suggested options: the original Mary Poppins (<https://www.youtube.com/watch?v=fuWf9fP-A-U>) vs. Scary Mary ([https://www.youtube.com/watch?v=2T5\\_0AGdFic](https://www.youtube.com/watch?v=2T5_0AGdFic)) or the original Lion King (<https://www.youtube.com/watch?v=hY7xBISLBIA>) vs. Horror Lion King (<https://www.youtube.com/watch?v=79nbzqYnnCo>)).

Video 1	Video 2
What is the tone? How was it created? Cite specific examples.	What is the tone? How was it created? Cite specific examples.
What is the mood? How was it created? Cite specific examples.	What is the mood? How was it created? Cite specific examples.
What was different about how the two trailers were done and/or treated?	

**Further Learning:** Students can analyze the sonnet from the movie “Ten Things I Hate About You” (<https://www.youtube.com/watch?v=gGV4hxhxW8o>) for further analysis practice.

- Students should read the poem to determine its meaning and reflect on their own understanding.
- After the discussion, students should view the video clip to better understand the difference between written tone and spoken tone.
- The following table can be used to assist in poem analysis:

How do different tone words affect the meaning and intent of the poem?	
Before	After
How is it more difficult to understand written tone versus spoken tone?	
Before	After

**Instructional Strategy:** Speech Analysis (this mini-lesson can be used with Atticus Finch’s closing argument from *To Kill a Mockingbird* or any speech available on [www.americanrhetoric.com](http://www.americanrhetoric.com))

**Learning Target:** I can identify an author’s point of view and analyze the use of rhetorical devices and language to clarify that point of view. (E2.RI.10.1)

1. Students need a basic knowledge of rhetoric. Through direct instruction, help them to define ethos, pathos, and logos. Key points to cover:
  - Aristotle wrote on a wide range of subjects, including logic, philosophy, ethics, and rhetoric.
  - He wrote *The Art of Rhetoric* in approximately 300 BC.
  - Rhetoric is the art of speaking and writing effectively.
  - The three main forms of rhetoric are ethos, pathos, and logos.
  - Ethos -- a speaker must establish moral credibility in the minds of his/her audience at the beginning of the speech
  - Pathos -- a speaker can alter the mindsets of the audience through an emotional appeal
  - Logos -- the speaker will attempt to appeal to the intellect
2. Students should read/listen to a speech that uses rhetorical appeals. While they read/listen, they should complete a chart similar to the following to further their understanding of rhetorical appeals:

Type of Appeal	Example from Text	Effect on Listener	How diction/syntax contribute to that effect
Ethos Pathos Logos	Closely read and analyze the speech for examples of rhetorical appeals	What does this example make the reader feel?	Diction is the choice and use of words/phrases in speech and writing.  Syntax is the arrangement of words and phrases to create well-formed sentences in a language.

**Further Learning:** To further their understanding of rhetorical appeals, students can examine editorial cartoons.

**Instructional Strategy:** Close Reading and Argument Writing

**Learning Target:** I can effectively write argument essays that incorporate a claim, a counterclaim, and textual evidence in order to better advance my point of view. (E2.W.1.1)

1. Students will need background knowledge of argument writing terms, including:
  - Claim
  - Data
  - Warrant
  - Backing
  - Counterclaim
  - Rebuttal
2. Offer students a definition and examples of each term.
3. Using a sample argument text, have students utilize close reading to examine text features.
  - a. With one highlighter color, students should highlight the claim in the text.
  - b. With a second highlighter color, students should highlight evidence that directly supports the claim.
  - c. With a third highlighter color, students should highlight the warrant.
  - d. With a fourth highlighter color, students should highlight the counterclaim.
4. Option: Students can work collaboratively to share their findings from the close reading and to discuss the author's craft.
5. After examining how the author constructs an argument, students should write their own argument essay, using their close reading as a guide.

**Further Learning:** Teachers can scaffold student learning by having them address the same topic as the close reading text. Teachers can further student learning by having them research their own topic of interest and draft an argument essay.

**The following instructional strategies may help teachers address both targeted and embedded standards in the unit:**

**Inquiry:**

- Question Formulation Technique (a process for coaching students in developing their own questions;  
<http://www.edutopia.org/blog/strategies-for-inquiry-based-learning-john-mccarthy>)
- Chalk Talk, aka Grafitti Strategy (a silent, written conversation around a supplied topic;  
[http://www.nsrffharmony.org/system/files/protocols/chalk\\_talk\\_0.pdf](http://www.nsrffharmony.org/system/files/protocols/chalk_talk_0.pdf))



- Say Something (a strategy to help students move beyond summary; [http://teach.oetc.org/files/archives/16.%20Say%20Something%20Protocol\\_0.pdf](http://teach.oetc.org/files/archives/16.%20Say%20Something%20Protocol_0.pdf))
- Harkness Teaching Method (encourages idea generation and reflection; [http://www.stevensonschool.org/academics/carmel/excellence/harkness\\_teaching\\_method/index.aspx](http://www.stevensonschool.org/academics/carmel/excellence/harkness_teaching_method/index.aspx))

### **Reading:**

- Close Reading (requires students to interact with any type of text; <https://www.learninga-z.com/commoncore/close-reading.html>)
- Paired Summarizing:
  - Pairs of students read a selection, and then each writes a retelling. They may refer back to the text to help cue their memory, but they should not write while they are looking back.
  - When the retellings are completed, the partners trade papers and read each other's work. Then each writes a summary of his/her partner's paper.
  - The pairs of students compare or contrast their summaries. The discussion should focus on articulating what each reader understands, identifying what they collectively cannot come to understand, and formulating clarification questions for classmates and the teacher.
  - Share understandings and questions in a whole-class or large group discussion.

### **Writing:**

- Developing Evidence-Based Arguments from Texts: <http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html>
- Dialectical Journals: An important part of learning is metacognition, thinking about the thinking and learning process. A dialectical journal records the learner's conversations with the text. Teachers can find more information, including examples, at the following websites:
  - <http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/16378/Pre-AP%2010%20Dialectical-Journal-Handout.pdf>
  - [https://www.ocps.net/lc/west/msr/students/Documents/Dialectical%20Journal%20Assignment%20\(2\).pdf](https://www.ocps.net/lc/west/msr/students/Documents/Dialectical%20Journal%20Assignment%20(2).pdf)

**Communication:**

- Harkness Table Discussion (a teacher and a group of students work together, exchanging ideas and information, around a table.)
- Blank Discussion Tracker Template- <http://www.edutopia.org/pdfs/stw/edutopia-stw-collegeprepHS-collaboration-harkness-map.pdf>
  - Example of a good discussion - <http://www.edutopia.org/pdfs/stw/edutopia-stw-collegeprepHS-collaboration-harkness-good.pdf>
  - Example of a bad discussion - <http://www.edutopia.org/pdfs/stw/edutopia-stw-collegeprepHS-collaboration-harkness-not-good.pdf>
- Procedures for Classroom Talk - <http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx>
- Surveys: Written or oral surveys can be helpful in gathering general information about reading or writing preferences or attitudes toward classroom literacy experiences. Data on surveys may show general trends in a class or for a group of students across time. Ideally, teachers would use this information to plan more focused follow-up assessments or observations.
- Interviews: Conducted one-on-one, interviews often provide a more targeted look at assessment. Teachers may work with open-ended questions, such as “When you are reading and you come to something you don’t know, what do you do?” (Burke) or “What would you like to do better as a writer?” or other questions based on specific questions they have about student learning.
- Conferences: In reading and writing conferences, teachers invite students to share specific information about their intentions, processes, and/or products in order to help both teacher and students better understand each student’s learning and identify next steps. Teachers often talk with students about the processes they use to select a topic for a writing piece, or the writing strategies they learned in a recent writing project. Through reading conferences, teachers learn why a student chose to abandon a particular book or what a student is working to understand in a current reading selection.

**Student Reflection Strategies:** An important component of formative assessment and metacognition is reflection. Student self-evaluations can give students important insight into their own learning. Students may reflect on progress toward a goal, on processes used for reading or writing, on new goals, or on lingering questions. Self-evaluations encourage students to monitor their own learning and learning needs. Student self-evaluations can take many forms:

- Exit Slips: In order to gather information about current understandings and/or current questions, teachers invite students to complete a quick “exit slip” as they leave the room or at the end of a lesson.
- Rubrics and Checklists: Using pre-determined or student-generated lists of quality indicators, students assess their own work and use the information to revise or to plan future learning experiences.
- Process Reflections: Students write reflections that highlight their understanding of how they learn and how they plan to approach learning in the future.

- Student-Led Conferences: Conversations between student/parent, student/teacher, or among student/ parent/teacher are designed to allow the student to highlight significant areas of growth and to set goals for future learning.

### Potential Assessment Tasks

Teachers can find possible formative assessments from NCTE at

[http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment\\_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf).

Possible summative assessments for this unit are listed below. Teachers should ensure that the chosen summative assessment is designed to include aspects of an argument essay.

- Multigenre Research Paper (<http://writing.colostate.edu/gallery/multigenre/introduction.htm>) (E2.RI.6.1; E2.RI.7.2; E2.W.1; E2.I.2.1; E2.I.4; E2.RI.5; E2.C1)
  - Students can choose an aspect of social justice that they would like to know more about.
  - Within the research paper, students should explore a variety of sources and incorporate new learning into various writing activities.
  - The research paper can be structured so that students emphasize argument writing, while also working with different genres.
- Literary Analysis Essay (E2.RL.6; E2.RL.7; E2.RL.11; E2.RI.8; E2.W.1)
  - This type of essay is often beneficial for teaching students how to incorporate and analyze textual evidence.
  - The following websites will help the teacher develop the lessons for this assignment:
    - [http://www.bucks.edu/media/bcccmedialibrary/pdf/HOWTOWRITEALITERARYANALYSISSESSAY\\_10.15.07\\_001.pdf](http://www.bucks.edu/media/bcccmedialibrary/pdf/HOWTOWRITEALITERARYANALYSISSESSAY_10.15.07_001.pdf)
    - <http://www.newton.k12.in.us/hs/english/vanduyn/engl1-12ap/A%20Guide%20to%20Writing%20the%20Literary%20Analysis%20Essay.pdf>
    - <https://owl.english.purdue.edu/owl/resource/697/1>
- Argumentative Essay (E2.RL.11; E2.RI.6; E2.RI.7; E2.W.1)
  - Students should choose one of the following topics to write an argument essay.
    - Using examples from literary and informational texts read during this unit, answer one of the following questions:
      - What is justice? How do individuals and laws help to create a just society?
      - How does encountering injustice shape our beliefs about justice and morality?
    - Is it ever justified to act outside the law to ensure justice? If so, when is it justified? If not, what do you do when the law allows injustice? (adapted from Shmoop)

- Write an essay in which you evaluate whether the justice system portrayed in the novel/text you have read is similar to the justice system in America today. Do you agree or disagree that the justice system in America today is the same as the justice system portrayed in the novel/text you have read?

See the [Argument Writing Rubric](#) found in the Appendix.

## Resources

Websites, books, articles, etc. that aid teachers and students in mastering the standard and/or indicator.

- “Teaching Your Students How to Have a Conversation” - <http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler>
- Ten Techniques for Energizing Your Classroom Discussions - [http://web.grcc.edu/CTL/faculty%20resources/ten\\_techniques\\_for\\_energizing.htm](http://web.grcc.edu/CTL/faculty%20resources/ten_techniques_for_energizing.htm)
- ProCon.org - A source for pros and cons of controversial issues - <http://www.procon.org/>
- Using an Op-Doc Video to Teach Argument Writing - [http://learning.blogs.nytimes.com/2015/01/29/reader-idea-using-an-op-doc-video-to-teach-argumentative-writing/?\\_r=0](http://learning.blogs.nytimes.com/2015/01/29/reader-idea-using-an-op-doc-video-to-teach-argumentative-writing/?_r=0)
- Writing an Argument - <http://www.ic.sunysb.edu/Class/sourcebk/plaistedsumframe8.html>
- Proofreading, Revising, & Editing Skills Success in 20 Minutes a Day - Lessons on writing - <http://www.misd.net/languageart/grammarinaction/proofreadingrevisingediting.pdf>
- Accountable Talk Resources - [http://ifl.pitt.edu/index.php/educator\\_resources/accountable\\_talk](http://ifl.pitt.edu/index.php/educator_resources/accountable_talk)
- So Just - A Primary Source History of Social Justice - <http://www.sojust.net/index.html>
- Using Photographs to Teach Social Justice - <http://www.tolerance.org/lesson/using-photographs-teach-social-justice>
- Strategic Teaching Strategies for before, during, and after reading - <http://www.brooklyn.k12.ny.us/userfiles/42/Classes/28343/StrategicTeachingStrategies-Jenniferbarnett.wikispaces.pdf>

Possible Texts:

- Novels
  - Lescroart, John T. *A Certain Justice*.
  - Gaines, Ernest J. *A Lesson before Dying*.
  - Grisham, John. *A Time to Kill*.
  - Feldman, Ellen. *Scottsboro: A Novel*.
  - Hosseini, Khaled. *The Kite Runner*
  - Wright, Richard. *Native Son*.
  - O'Brien, Tim. *The Things They Carried*.
  - Lee, Harper. *To Kill a Mockingbird*.
  - Wiesel, Elie. *Night*
  - McCarthy, Susan Carol. *Lay that Trumpet in Our Hands*

- Myers, Walter Dean. *Monster*
- Stockett, Kathryn. *The Help*
- Orwell, George. *Animal Farm*
  
- Drama
  - Miller, Arthur. *The Crucible*.
  - Shakespeare, William. *The Merchant of Venice*.
  - Rose, Reginald. *12 Angry Men*.
  
- Graphic Novels
  - Rassi, Toufic El. *Arab in America*.
  - Nakazawa, Keiji. *Barefoot Gen: A Cartoon Story of Hiroshima*
  - Neufeld, Josh. *A.D.: New Orleans after the Deluge*.
  - Lagos, Alexander. *The Sons of Liberty, Book 1*.
  - Sinclair, Upton P, & Kuper U. *Upton Sinclair's Classics Illustrated #9: The Jungle*.
  - TenNapel, Doug. *Bad Island*.
  - Spiegelman, Art. *The Complete Maus, 25<sup>th</sup> Anniversary Edition*
  
- Speeches
  - Truth, Sojourner. "Ain't I a Woman?"
  - Eisenhower, Dwight D. "The Chance for Peace."
  - King, Jr., Martin Luther. "I See the Promised Land."
  - Goldman, Emma. "What is Patriotism?"
  - Gandhi, Indira. "True Liberation of Women."
  - Anthony, Susan B. "On Women's Right to Vote."
  - Mandela, Nelson. "Nobel Peace Prize Address."
  - Roosevelt, Theodore. "The Duties of American Citizenship."
  - Chief Joseph. "Surrender Speech."
  - Twain, Mark. "Votes for Women."
  - Wiesel, Elie. "The Perils of Indifference."

- Articles

- Current articles about justice can be found at:

- [www.newsela.com](http://www.newsela.com)
- <http://www.cnn.com/specials/us/crime-and-justice>
- <http://www.huffingtonpost.com/news/social-justice/>
- <http://www.nydailynews.com/news/justice-story>
- [www.kellygallagher.org](http://www.kellygallagher.org)
- Teachers can also visit op-ed writers such as Leonard Pitts to find articles about current events. Teachers should carefully consider the level of their students when choosing current events to discuss in class.

- Poetry

- Hughes, Langston. “The Ballad of the Landlord.”
- Whitman, Walt. “The Great City.”
- Sigourney, Lydia H. “The Indian’s Welcome to the Pilgrim Fathers.”
- Lord Byron. “An Ode to the Framers of the Frame Bill.”
- Shelley, Percy Bysshe. “The Mask of Anarchy.”
- Lazarus, Emma. “The New Colossus.”

- Songs

- Marley, Bob. “I Shot the Sheriff.”
- Dave Matthews Band. “Cry Freedom.”
- Simone, Nina. “Strange Fruit.”
- Temptations. “Ball of Confusion.
- Sly and the Family Stone. “Everyday People.”
- Creedence Clearwater Revival. “Fortunate Son.”
- Gaye, Marvin. “Mercy, Mercy Me.”
- Crosby, Stills, Nash, & Young. “Ohio.”
- Black Eyed Peas. “Where is the Love.”
- Stevens, Cat. “Peace Train.”
- Lennon, John. “Gimme Some Truth.”

- Short Stories

- O’Connor, Flannery. “The Displaced Person.”

- Films
  - *12 Angry Men*
  - *Witness for the Prosecution*
  - *Amistad*
  - *The Man in the Glass Booth*
  - *Erin Brockovich*
  - *Ghandi*
  - *A Time to Kill*
  - *Mississippi Burning*
- Nonfiction Pieces
  - King, Martin Luther. “Letter from a Birmingham Jail”
  - Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting by in America*
  - Frank, Anne. *Diary of a Young Girl*
  - Malcolm X. *Autobiography of Malcolm X*
  - Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*
  - Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*
  - DuBois, W.E.B. *The Souls of Black Folk*
  - Freire, Paulo. *Pedagogy of the Oppressed*
- Videos
  - Original Mary Poppins Trailer: <https://www.youtube.com/watch?v=fuWf9fP-A-U>
  - Scary Mary Trailer: [https://www.youtube.com/watch?v=2T5\\_0AGdFic](https://www.youtube.com/watch?v=2T5_0AGdFic)
  - Original Lion King Trailer: <https://www.youtube.com/watch?v=hY7xBISLBIA>
  - Horror Lion King Trailer: <https://www.youtube.com/watch?v=79nbzqYnnCo>

## English 2: Justice Unit Argument Rubric

	<b>Masterful – 4</b>	<b>Skilled – 3</b>	<b>Adequate – 2</b>	<b>Developing - 1</b>
<b>Content/Support</b>	<p>The writing masterfully –</p> <ul style="list-style-type: none"> <li>addresses all aspects of the writing task with a tightly focused response.</li> <li>develops the claim(s) and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data or each while delineating the strengths and limitations of the claim and counterclaims</li> <li>anticipates the audience’s knowledge level and concerns.</li> <li>avoids logical fallacies and demonstrates an understanding of objectivity and subjectivity</li> <li>Includes a call to action.</li> </ul>	<p>The writing skillfully–</p> <ul style="list-style-type: none"> <li>addresses the writing task with a focused response.</li> <li>develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both.</li> <li>anticipates the audience’s knowledge level and concerns.</li> <li>avoids logical fallacies and demonstrates an understanding of objectivity and subjectivity</li> <li>includes a call to action</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>addresses the writing task with an inconsistent focus.</li> <li>inconsistently develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>does not sufficiently anticipate the audience’s knowledge level and concerns.</li> <li>does not avoid logical fallacies completely and does not demonstrate a sufficient understanding of objectivity and subjectivity</li> <li>includes a vague call to action</li> </ul>	<p>The writing–</p> <ul style="list-style-type: none"> <li>inadequately addresses the writing task and lacks focus.</li> <li>inadequately establishes a claim or proposal.</li> <li>attempts to support claim(s) using evidence that is insufficient and/or irrelevant.</li> <li>does not anticipate the audience’s knowledge level and concerns.</li> <li>uses logical fallacies and does not demonstrate an understanding of objectivity and subjectivity.</li> <li>does not include a call to action.</li> </ul>
<b>Organization</b>	<p>The writing masterfully–</p> <ul style="list-style-type: none"> <li>introduces a precise claim and differentiates between the claim and counterclaim</li> <li>creates an organization that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence.</li> <li>provides a concluding statement or section that follows and supports the argument presented.</li> </ul>	<p>The writing skillfully–</p> <ul style="list-style-type: none"> <li>introduces a clearly articulated and well-informed claim and establishes the significance of the claim and differentiates between the claim and counterclaim.</li> <li>creates an organization that logically sequence and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence.</li> <li>provides a concluding statement or section that follows and supports the argument presented.</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the claim; however, may fail to establish the significance of the claim or differentiate between the claim and counterclaim.</li> <li>demonstrates a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive). May fail to establish clear relationships among claims, counterclaims, reasons, warrants, and evidence.</li> <li>provides a sense of closure.</li> </ul>	<p>The writing–</p> <ul style="list-style-type: none"> <li>inadequately identifies the claim.</li> <li>demonstrates little or no evidence of purposeful organization.</li> <li>does not provide a concluding statement or section</li> </ul>
<b>Conventions</b>	<p>The writing masterfully–</p> <ul style="list-style-type: none"> <li>demonstrates a command of the conventions of standard English capitalization, punctuation, and spelling</li> <li>employs language and tone appropriate to audience and purpose.</li> <li>constructs sentences with appropriate variety in length and structure.</li> </ul>	<p>The writing skillfully–</p> <ul style="list-style-type: none"> <li>demonstrates a command of standard English conventions; errors do not interfere with understanding.</li> <li>employs language and tone appropriate to audience and purpose.</li> <li>constructs sentences with sufficient variety in length and structure.</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding.</li> <li>inconsistently employs language and tone appropriate to audience and purpose.</li> <li>constructs sentences with errors in formation and/or that lack sentence variety.</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a weak command of standard English conventions; errors interfere with understanding.</li> <li>employs language and tone that are inappropriate to audience and purpose.</li> <li>constructs sentences with frequent and severe sentence formation errors and/or that lack sentence variety.</li> </ul>
<b>Research/Format</b>	<p>The writing masterfully–</p> <ul style="list-style-type: none"> <li>uses available resources (relevant information from multiple print and multimedia sources*).</li> <li>uses credible sources.*</li> <li>quotes or paraphrases the data and conclusions of others while avoiding plagiarism.*</li> <li>follows a standard format for citation/works cited*</li> </ul>	<p>The writing skillfully–</p> <ul style="list-style-type: none"> <li>uses available resources (relevant information from multiple print and multimedia sources*).</li> <li>uses credible sources.*</li> <li>quotes or paraphrases the data and conclusions of others while avoiding plagiarism.</li> <li>follows a standard format for citation with few errors.*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>adequately uses available resources (relevant information from multiple print and multimedia sources*).</li> <li>inconsistently uses credible sources.*</li> <li>quotes or paraphrases the data and conclusions of others while avoiding plagiarism.</li> <li>Follows a standard format for citation with several errors.*</li> </ul>	<p>The writing inadequately–</p> <ul style="list-style-type: none"> <li>uses available resources.</li> <li>uses credible sources.*</li> <li>quotes or paraphrases the data and conclusions of others while avoiding plagiarism.</li> <li>follows a standard format for citation.*</li> </ul>

\*If applicable



## English 2: Justice Unit

### References

- Bennett, C. (2016). 5 questions to ask about theme. *About education*. Retrieved from <http://712educators.about.com/od/lessonplans/fl/5-Questions-to-Ask-about-Theme.htm>
- Big paper – building a silent conversation. (n.d.). Retrieved June 16, 2016 from <https://www.facinghistory.org/resource-library/teaching-strategies/big-paper-silent-conversation>
- Bradberry, D. (2011, Jul 13). The Lion King Horror Trailer. Retrieved from <https://www.youtube.com/watch?v=79nbzqYnnCo>
- Burke, J. (n.d.). Teaching the essentials [PDF Document]. Retrieved from <http://www.englishcompanion.com/pdfDocs/BurkeHOutsFullWorkshop.pdf>
- Fandisgis. (2009, Mar 22). The Lion King – Original Release Trailer (1994). Retrieved from <https://www.youtube.com/watch?v=hY7xBISLBIA>
- Freedogshampoo. (2007, July 1). (Original 1964) Mary Poppins Theatrical Trailer. Retrieved from <https://www.youtube.com/watch?v=fuWf9fP-A-U>
- Grego, R. (2010, Mar 4). 10 Things I Hate about You (poem). Retrieved from <https://www.youtube.com/watch?v=gGV4hxxW8o>.
- Hood River County Schools. (n.d.). Text structure features and organization [PDF Document]. Retrieved from [http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA\\_res\\_TxtStruc\\_ORIS\\_Module%20copy.pdf](http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res_TxtStruc_ORIS_Module%20copy.pdf)
- Learning Instantly. (2013). Learn organizational patterns through movie trailers. Retrieved June 16, 2016 from <https://www.youtube.com/watch?v=sK-Xvo9wx6E>
- Moviemkr. (2006, Oct 8). The Original Scary ‘Mary Poppins’ Recut Trailer. Retrieved from [https://www.youtube.com/watch?v=2T5\\_0AGdFic](https://www.youtube.com/watch?v=2T5_0AGdFic)
- Scofinsky, B. (n.d.). The true story of the 3 little pigs! Reader’s theater [PDF document]. Retrieved from [http://www.grandviewlibrary.org/ReadersTheater/The\\_True\\_Story\\_of\\_the\\_3\\_Little\\_Pigs.pdf](http://www.grandviewlibrary.org/ReadersTheater/The_True_Story_of_the_3_Little_Pigs.pdf)
- South Carolina Department of Education. (2015). South Carolina College- and Career-Ready Standards for English Language Arts. Retrieved from <http://ed.sc.gov/scdoe/assets/file/programsservices/59/documents/ELA2015SCCCRStandards.pdf>.
- South Carolina Department of Education. Profile of the South Carolina Graduate [PDF document]. Retrieved from [http://ed.sc.gov/scdoe/assets/File/instruction/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate\\_Updated.pdf](http://ed.sc.gov/scdoe/assets/File/instruction/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate_Updated.pdf).
- Teaching To Kill a Mockingbird. (n.d.). Retrieved June 16, 2016, from <http://teachingtokillamockingbird.com/teaching-theme-in-to-kill-a-mockingbird/>

## **English 2: Justice Unit References**

The big bad wolf: analyzing point of view in texts—ReadWriteThink. (n.d.). Retrieved June 16, 2016 from <http://www.readwritethink.org/classroom-resources/lesson-plans/wolf-analyzing-point-view-23.html?tab=4#tabs>

Writing an objective summary [PDF document]. (2013, September 25). Retrieved June 16, 2016 from <http://www.warrencountyschools.org/userfiles/3255/Classes/130709/WritinganObjectiveSummary%20.pdf?id=434926>